



TENNESSEE DEPARTMENT OF

EDUCATION

FIRST TO THE TOP

Commercial Interior Design

Primary Career Cluster:	Architecture & Construction
Consultant:	Casey Haugner Wrenn, (615) 532-4879, Casey.Haugner@tn.gov
Course Code(s):	TBD
Prerequisite(s):	<i>Foundations of Interior Design</i> and <i>Residential Interior Design</i>
Credit:	1
Grade Level:	11
Graduation Requirements:	This course satisfies one credit of three credits required for an elective focus when taken in conjunction with other Architecture & Construction courses.
Programs of Study and Sequence:	This is the third course in the <i>Interior Design</i> program of study.
Necessary Equipment:	Refer to the Teacher Resources page.
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org/ Brandon Hudson, (615) 532-2804, Brandon.Hudson@tn.gov
Coordinating Work-Based Learning:	If a teacher has completed work-based learning training, appropriate student placement can be offered. To learn more, please visit http://www.tn.gov/education/cte/wb/ .
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
Teacher Endorsement(s):	050, 051, 450
Required Teacher Certifications/Training:	None
Teacher Resources:	http://www.tn.gov/education/cte/ArchitectureConstruction.shtml

Course Description

Commercial Interior Design is the third course in the *Interior Design* program of study intended to prepare students for careers in residential and commercial interior design. Upon completion of this course, students will be able to create three-dimensional pictorial representations of objects by way of size, shape, shading, and color using industry-standard software programs. Important components in

this course include developing an understanding of specifications for commercial design, building technology, building codes, product applications, and product testing research and development. Students will work individually and in teams to make presentations to prospective commercial clients and defend their designs and presentation boards. Standards in this course are aligned with Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee state standards for Scientific Research, and National Standards for Family and Consumer Sciences Education, Second Edition.*

Program of Study Application

This is the third course in the Interior Design program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Architecture & Construction website at <http://www.tn.gov/education/cte/ArchitectureConstruction.shtml>.

Course Standards

Safety

- 1) Demonstrate the ability to comply with personal and environmental safety practices associated with interior design applications: such as the use of adhesives, hand tools, machines, and appropriate handling and storage methods in accordance with local, state, and federal safety and environmental regulations.
 - a. Inspect, maintain, and employ safe operating procedures with tools.
 - b. Adhere to responsibilities, regulations, and Occupational Safety & Health Administration (OSHA) policies regarding reporting of accidents and observed hazards, and regarding emergency response procedures.
 - c. Maintain a record of written safety examinations and equipment examination for which the student has passed an operational checkout by the instructor.
- (TN CCSS Reading 3, 4; TN CCSS Writing 4; FACS 11)

Design Software

- 2) Use computer-aided software tools introduced in *Residential Interior Design* to design floor plans or create perspective drawings using appropriate symbols, abbreviations, and call outs to indicate placement of windows, doors, electrical outlets, plumbing, and other structures. (FACS 11)
- 3) Apply textures, color, and finishes to elevations and perspective drawings. Use layers and overlays to demonstrate alternate designs of the same structures. (TN CCSS Reading 3, 5; FACS 11)
- 4) Create original three-dimensional models of furniture and fixtures to be used in designs rather than using generic models included in the software program. (TN CCSS Reading 3; FACS 11)

Commercial Design

- 5) Research and compare the fields of residential interior design to commercial interior design. Integrate the information into a research project including a written report and class



presentation, demonstrating an understanding of the differences and similarities among residential and commercial interior design careers. (TN CCSS Reading 3, 4; TN CCSS Writing 2, 4, 6, 9; FACS 11)

- 6) Review and evaluate design interiors of commercial spaces presented in diverse formats such as design books and building magazines. After the review and evaluation, create and continuously log sketches of appealing furniture layout, window treatments, accessories, and floorings for inclusion in future design projects. Compile sketches into a personal design book along with a brief paragraph to accompany each sketch, describing what aspects of the design are appealing and why. (TN CCSS Reading 7; TN CCSS Writing 4; FACS 11)
- 7) Design a commercial building rendering by sketching the exterior with a three-dimensional design program. Then sketch the exterior covering, attending to appropriate representations for metal, wood, brick, glass, or any combination of exterior materials. Compile the sketches and other artifacts for inclusion in the design portfolio. (TN CCSS Reading 1, 3, 4; FACS 11)
- 8) Research the placement of furniture and arrangement of interiors for commercial spaces. Generate basic three-dimensional scale drawings that incorporate the principles of interior design to represent prospective arrangements. Write a short narrative to accompany the drawings, highlighting the design principles illustrated in each. (TN CCSS Writing 4; FACS 11)
- 9) Create renderings and assemble a three-dimensional interior design for a commercial space, demonstrating effective use of principles and elements of design learned in previous courses. The design should be specific to a particular venue, such as but not limited to:
 - a. Hospitality venues (i.e., restaurants, hotels, event spaces)
 - b. Offices
 - c. Spas or fitness centers
 - d. Retail space(TN CCSS Reading 1, 3, 4; FACS 11)
- 10) Research field verifications in the context of client project analysis and produce a synthesis of how interior designers incorporate field verification data to best meet the client needs. Prepare a written plan or proposal for conducting field verification analysis for the commercial venue selected in standard 7, including a proposed timeline with key deliverables to present to a mock client. (TN CCSS Reading 4; TN CCSS Writing 2, 4, 9; FACS 11)
- 11) Conduct a comprehensive field verification analysis to determine materials, layout, space distribution, and interior walls arrangement needed for the commercial venue project in standard 7. (TN CCSS Reading 3; FACS 11)

Policies and Regulations

- 12) Research relevant legislation, regulations, zoning laws, and building codes regulating environmental, health, and safety requirements for specific commercial facilities. Create a series of informative or explanatory texts that clearly and accurately convey the minimum compliance requirements related to local, state, and federal regulations such as the Americans with Disabilities Act (ADA), or benchmarks to achieve an energy-efficient building designation. (TN CCSS Reading 1, 2, 4; TN CCSS Writing 2, 4, 7, 8, 9; FACS 11)



13) Interpret manufacturing specifications for materials such as those listed below, including specific recommendations for use with or around upholstery and carpeted areas. Define the technical terms used, and analyze how commercial furnishing products meet safety requirements from both a health and an environmental perspective.

- a. Lights
- b. Paints
- c. Flooring
- d. Cabinets and counters
- e. Furniture
- f. Windows

(TN CCSS Reading 4, 8; FACS 11)

Textiles

14) Research and create a chart of natural and manmade fibers, and the textiles made from them, as they are used in commercial applications such as draperies, carpets, and upholstery. Describe in the chart the principle characteristics, best applications, care guidelines, and any associated environmental or safety concerns. Expand the chart to prepare a more detailed guide including samples to be used in presentations to clients. (TN CCSS Reading 1, 4, 7; TN CCSS Writing 2, 4, 7; FACS 11)

15) Using materials published by the American Society for Testing and Materials, research *ASTM D4850 -13* for standard terminology relating to fabrics and fabric test methods. Limit the search to textiles used in interior furnishings. Create a chart summarizing the broad classifications of tests performed on textiles, the standards organizations that have developed methods for testing each characteristic, and any additional information that describes the test method, application, reliability, and interpretation of the results. (TN CCSS Reading 1, 4, 5; TN CCSS Writing 2, 4, 9; FACS 11)

16) Differentiate between the Wyzenbeek and Martindale Abrasion Tests. Evaluate the argument and specific claims in a text, including the validity of the reasoning, as well as the relevance and sufficiency of the evidence supporting the abrasion rating. Develop guidelines for choosing fabrics for specific residential or commercial applications that indicate the number of double rubs (Wyzenbeek) or cycles (Martindale) a fabric should withstand. (TN CCSS Reading 4, 6, 8; TN CCSS Writing 2, 4, 9; FACS 11)

17) In small groups, follow the scientific method to develop experiments to test for some characteristics (such as fade resistance, durability, or shrink resistance) of fabric, upholstery, or carpet materials in a laboratory setting. Prepare a written report detailing how the tests were conducted on the fabric samples and the results obtained in the testing process. Where possible, compare class results to manufacturers' results.* (TN CCSS Reading 3, 9; TN CCSS Writing 2, 4, 7; TN Scientific Research Standards 1, 2, 3, 4, 5; FACS 11)



Project Management

- 18) Create an outline that illustrates the basic components of project budgets commonly used in commercial interior design proposals (e.g., itemized budgets, non-itemized budgets, fixed budgets, and flexible budgets). Implement outline components to generate a comprehensive budget including walls and floors, lighting, focal furniture pieces, and labor costs for a commercial office space. (TN CCSS Reading 3; TN CCSS Writing 4; FACS 11)
- 19) Examine how commercial designers conduct project management processes including but not limited to adhering to local building codes, obtaining building permits, and coordinating with construction professionals and clients. Compare and contrast components of project management models gathered from case studies of major or local commercial designers. Generate a project management template that addresses the objectives required for designing a commercial office space. (TN CCSS Reading 7, 9; TN CCSS Writing 4, 8; FACS 11)

Presentation Boards

- 20) Compile a list of materials required for a presentation board featuring a commercial setting. Incorporate a wide range of material samples including traditional, functional, and practical samples. Evaluate these elements visually and tactually to determine the most effective combination that will meet the needs of the client. (TN CCSS Reading 4; FACS 11)
- 21) Analyze the material samples in order to select those suitable for a specific type of commercial design setting. Create the presentation board in a collage of color samples, fabric, and flooring, mounted with the color elevation rendering that orderly and logically presents a particular theme in color or style of design (FACS 11).
- 22) Produce a clear and coherent verbal defense of the presentation board, as well as a written narrative that explains the principles of design, justifies the choice of samples, and includes a complete cost analysis of the project. Capture the presentation on video or audio recording along with photographs to include in the design portfolio with the written paper. (TN CCSS Writing 1, 2, 4; FACS 11)

Interior Design Portfolio

- 23) Update materials, photographs, and sketches from course work to add to the portfolio begun in the *Foundations of Interior Design* course. Include descriptions of the creative thought process behind each project. (TN CCSS Writing 2, 4; FACS 11)



Standards Alignment Notes

*References to other standards include:

- TN CCSS Reading: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 11-12 Students (page 62).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standard 10 at the conclusion of the course.
- TN CCSS Writing: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 11-12 Students (pages 64-66).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3, 5 and 10 at the conclusion of the course.
- TN [Scientific Research Standards](#) 1, 2, 3, 4, and 5 may provide additional insight and activities for educators.
- FACS: National Standards for Family and Consumer Sciences Education, Second Edition: National Association of State Administrators of Family and Consumer Sciences, [FACS](#).
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

